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ABSTRACT

This document is intended as a template for individuals initiating and developing adult education distance learning programs. The introduction discusses the following issues: benefits of distance learning; flexibility; confidentiality; retention; and the best students to target. The template and supplementary materials are organized in five sections devoted to the following topics: intake; assessment; instructor training; public relations; and curriculum. The following sample materials and forms are among those provided: intake procedure summary; detailed discussion of the intake process; home-based adult education information questionnaire; sample writing assignment; list of resources about learning styles and multiple intelligences; discussion of the role of assessment in home-based programs and assessment for placement and diagnosis; guidelines for portfolio assessment; sample learning contracts; sample writing progress checklists; course outline, learning activities, and handouts for a distance learning training session for General Educational Development (GED)/adult basic education (ABE) instructors; sample press releases; information letter for potential students; sample form detailing program admission requirements; sample follow-up form letters; tip sheets to accompany a GED practice test packet; list and discussion of criteria for choosing curricula for GED and

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ABE programs; list of sources for distance learning adult education materials; and list of Virginia Adult Education Learning Workgroup contacts.
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REACHING OUT:

**A STARTER KIT
FOR
ADULT EDUCATION
DISTANCE LEARNING PROGRAMS**

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INTRODUCTION

Distance learning is a relatively low cost, low-tech solution to two of the barriers that keep adults from persisting with their education --- lack of reliable transportation and shifting life patterns. At Eastern Shore Community College we find a distance learning option can work. A combination of the US Mail, the telephone, and occasional face-to-face contact provide a way for adults to learn when and where they choose. The study at home program offers students flexibility, privacy, and quality as they seek to balance personal, educational, and job responsibilities.

Flexibility

Everyone is busy. In a booming economy people sometimes have two jobs or three or work overtime--unexpectedly, intermittently-- just enough to interfere with class attendance. When times are hard, there may not be a way to class or the gas money to get there. For others, the basic skills brush-up they require can be handled in a few weeks and doesn't justify a long-term commitment. With children to care for, it is often difficult to adhere to any schedule. When work is done at home, many students make learning a family affair. With distance learning, the individual decides when and where to study.

Confidentiality

Not possessing basic skills is something many people do not want generally known. Years ago a basic skills class on site at the local hospital failed even though the employer provided paid release time. Many people attended the first session. By the third week, several students who held responsible positions had dropped away. One pointedly snubbed the instructor in the elevator! Embarrassment was palpable on both sides. People do not want it known that they are in need of remediation. While distance learning assignments are not sent in plain brown wrappers, a package from the community college does not arouse suspicion.

Retention

Adult educators are always willing to send work home with their students. What a home learning program provides is an organized way to capture what is already going on. If the student is augmenting in-class instruction, most teachers retain the student on the class roll. Classroom teachers use this option to retain students who might otherwise drift away because of changes in work or family or health. Because attendance in sparsely populated rural sites is sometimes marginal, instructors are happy to correspond to keep the census up. If the student is not planning to return to class, teachers can opt to transfer her to the distance learning coordinator's roster.

Who is the best student to target?

Distance learners do best if their free reading level is not lower than 7th grade. Learners are more likely to be successful if their goals are discreet or short term. Some are more likely to be successful if they have a home "tutor" willing to assume the role of teacher. Upper level ABE students or GED candidates have the easiest time with this arrangement. A face-to-face

initial interview that includes a learning style inventory can really help find candidates who are likely to be successful working independently.

For the most part, the paperwork and record keeping are organized as in all adult education classes. Students fill out enrollment forms, take standardized and diagnostic tests, record progress on learning plans or calendar pages, and collect their work in folders.

There are two noteworthy differences: Students communicate with the instructor over the phone and in dialogue journals, they also submit most of their work by mail.

The following document offers a template that allows you to construct a distance learning program of your own. Carol Vaughn, who coordinates the program at ESCC, has included some of the forms, the letters, press releases, and the suggestions for content that we use on the Eastern Shore. As you improve upon them, please let us know!

Maureen Dooley

ACKNOWLEDGEMENTS

This starter kit has been created in response to a growing desire on the part of adult education programs around the state to offer their students the convenience and flexibility of distance education. It is offered in the hope that the information contained herein will help adult learners who otherwise might not continue their education, and that adult education instructors will feel adequately informed and empowered to help these learners.

I would like to thank Maureen Dooley, Mary Walker, Rebecca Scott, Danielle Robinson, and Anita Prince for their help and encouragement. I also am grateful to Kathy Winter of West Virginia's GED on TV program for generously sharing that program's public relations materials, which provided the basis for several documents in Part 4 of this kit.

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PART 1:**INTAKE PROCEDURE**

INTAKE PROCEDURE SUMMARY

- I. Staff conducts personal or telephone interview with student.
 - A. Gathers basic information through use of questionnaire.
 - B. Fills out regional adult education form.
 - C. Aids student in goal-setting through conversation and use of writing sample.
 - D. Aids student in setting up a realistic study schedule through use of a blank calendar sheet.

- II. Staff initiates assessment of student's skills and learning style.
 - A. Does basic math and reading assessment for placement purposes.
 - B. Uses writing sample to assess writing skills.
 - C. Uses a learning styles instrument to help student determine effective strategies for learning.

INTAKE PROCEDURE

Intake is a crucial point of contact between the adult distance learner and the adult education program. It should be a point of commitment on the part of both parties. On the part of the learner, it is a commitment to take responsibility for his or her own learning and to set aside a reasonable amount of time for study. On the part of the program's staff, it is a commitment to provide materials, teaching, and support to help the individual learner reach his goals. The intake process is designed to optimize both parties' ability to fulfill these commitments in their future relationship.

Ideally, intake will take place during a personal interview. If this is impossible, as it sometimes is with distance learners, intake may be done during a phone conversation. During this initial interview, basic information about the learner is gathered, as well as information that may be pertinent to the learner's ability to achieve his goals (i.e., health status, employment, family responsibilities). A sample enrollment form is appended (Appendix 1). Individual programs may have additional questions which staff members find important to include. The regional adult education form also should be filled out at this time. Some information will be common to both forms, but the home-based enrollment form is tailored to gather information that will be specifically useful for the home-based student and his instructor.

It is crucial during the intake interview to find out what the learner's goals are for home-based study. Is he seeking the GED? Does she need to improve skills to get or keep a job? Does he want to be able to help his children with their schoolwork? Do not rush the process of goal-setting. The potential distance learner may not have consciously defined her goals for seeking out the program. Most will initially say that they want the GED; but there are usually other intermediate goals that they also have.

The writing sample is designed to aid in the process of goal-setting, as well as to find out something about the learner's writing skills.

During the intake interview, it is a good idea to broach the topic of the student's time for study. Does she have at least five or six hours a week available for studying? Just because home-based instruction is more flexible than going to a class does not mean that it takes less time to learn the necessary material! Ideally, a study schedule should be set up by the student at this time. A blank calendar sheet works well as a visual aid for the student. (See sample schedule, Appendix 2) This sheet will be used later by the student to keep track of actual time spent on lessons.

An initial assessment should be done during the intake interview, if the interview is in person and if the student is ready to do this. Basic skills assessment may begin with a quick math check (our program uses the math pretest in Cambridge's Pre-GED Program in Math), as well as a reading locator (we use both the Slosson Oral Reading Test and the TABE locator). The writing assignment should be completed and discussed at this time. (Appendix 3 contains a sample writing assignment sheet.) This would be a good time to fill in the goals section on the regional adult education form, if this has not already been done.

If at all possible, an assessment of the student's learning style should be conducted. (See Appendix 4 for a list of resources on this topic.) This basic level of assessment will help the potential student and the instructor to determine whether or not distance education is a good way for this person to learn. If the person's skill level is very low, or if her learning style makes learning from printed materials difficult, a referral should be made to a classroom or to some other option more appropriate to the individual's needs. If the intake interview must be conducted by telephone, initial assessment may be sent in the mail, or an appointment may be made to do assessment at another time.

The student and the instructor should come away from the intake interview with basic information about each other (telephone numbers, addresses, etc.), with a clear idea of the student's goals at this point, and with a study plan for beginning to achieve these goals. The student should have a sense of the types of support available to him through the program, and hopefully will begin to see himself as an active part of the learning team.

APPENDIX 1

HOME-BASED ADULT EDUCATION INFORMATION

Today's date _____

Name _____

Mailing Address _____

Town _____ State _____ ZIP _____

Social Security Number _____ Date of birth _____

Phone _____

How did you learn about this service? _____

Have you finished high school or passed the GED test? _____ Date _____

Driver's license? Y ___ N ___ Military Experience? Y ___ N ___ If yes, Dates _____

Are you now working? _____ If so, where? _____

What type of job would you like to have? _____

Are you a registered voter in this state? _____ Are you a U. S. citizen? _____

Do you subscribe to a newspaper? _____ Its name _____

Do you subscribe to any magazines? _____ Their names _____

Do you own or have access to a TV ___ VCR ___ cassette tape

player ___ computer ___ Internet access ___

Is your vision good ___ fair ___ poor ___? Is your hearing good ___ fair ___ poor ___?

Is your general health good ___ fair ___ poor ___?

To do with staff:

STATED GOALS FOR THIS PROGRAM: _____

ASSESSMENT RESULTS: _____

APPEN

DIX 2

STUDY SCHEDULE

The Virginia Adult Learning Resource Center

1-800-237-0178

Reaching Out

Available online: <http://www.vcu.edu/aetweb/reaching.doc>

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

**IT IS VERY IMPORTANT THAT YOU WRITE DOWN HOW
MANY HOURS YOU STUDY EACH TIME. PLEASE RETURN
THIS SHEET AT THE END OF THE MONTH TO:**

Carol Vaughn

Eastern Shore Community College

29300 Lankford Highway

Melfa, VA 23410.

APPENDIX 3

WRITING ASSIGNMENT

Please write 100 words or so about yourself and your goals for this course. This will help us to get to know you a bit. It will also show us what you need to work on in writing. It is hard to write, especially if you have not done it for a long time, but don't worry. Just do your best. You may want to get all your ideas on another piece of paper first, and then write a final copy here.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

APPENDIX 4

RESOURCES ON LEARNING STYLES/MULTIPLE INTELLIGENCES:

1 - INTERNET RESOURCES

<http://www.cdip.rssd.k12.ca.us/forms/multiple.htm>

<http://www.jayhs.jay.k12.me.us/INVENTORY.HTM>

(Both of these sites have printable learning style instruments.)

2- PRINT RESOURCES

Help Yourself: How to Take Advantage of Your Learning Style, Gail Murphy
Sonbuchner. New Reader's Press, 1995.

"Learning Styles Unit," Gretchen Bryant, Karen Hawks, and Amy Trawick. In
Exploring Equipped for the Future: A Program's Journey, Amy R. Trawick and Virginia L.
Leadbetter-Bolte. Office of Adult Education, New River Community College, Dublin, Virginia,
1999. (Available from the Virginia Adult Education and Literacy Centers)

**PART 2:
ASSESSMENT
OF THE GED/ABE DISTANCE LEARNER**

THE ROLE OF ASSESSMENT IN THE HOME-BASED PROGRAM

As in any adult education program, assessment needs to be used in the distance learning program for purposes of placement, diagnosis, and to measure progress of the student towards his goals. The instructor will use many formal assessment strategies in virtually the same manner in which she uses them with a student who is physically in the classroom with her. If the student is to use an assessment instrument such as the TABE at home, however, the instructor will need to be sure that the student understands the mechanics of taking the test - how to fill in the answer sheet, any time limitations that apply, etc. Informal assessment strategies may be used, as they are by classroom instructors; however, the instructor may need to innovate or modify informal assessment strategies that will work given the physical distance between her and the student. An established relationship of trust and confidence is paramount to the success of assessment strategies, especially of informal ones, in the distance learning setting. Many valuable suggestions on assessment which can be applied to distance learning are found in the Virginia Adult Education Instructor Starter Kit.

ASSESSMENT FOR PLACEMENT AND DIAGNOSIS

Assessment tools for the purpose of placement have been discussed in the section on intake. Try to avoid using the word "test." Use the concept of "finding out what you already know," and "finding out what books to begin with." In addition, determining the *learner's goals* for instruction is the priority at this point. During the interview, it is especially helpful for someone contemplating a distance learning program to determine what type of support is available to him at home. Is there someone there (a friend or relative, perhaps) who can help him with his lessons and with motivation? This person can serve (somewhat) the function of the learner's classmates in the traditional classroom. Of course, the instructor will be available by telephone or, in some cases, in person for support, as well.

Assessment for placement purposes generally includes some type of formal instrument such as the TABE, in part to fulfill government requirements, and also to find an appropriate starting level for materials. Careful examination of the TABE or other test can also reveal some specific areas of study needed by the student. Contemporary's Scoring Guide for the GED Assessment Program (Ellen Carley Frechette, editor, Contemporary Books, 1989) is one resource that gives some guidelines for the instructor in this area. A brief writing sample will also give the instructor clues to the student's needs in the area of writing skills. The instructor should examine the content of the writing sample as well, since this is often a place where the student mentions goals, hopes, fears, and relevant life situations that she neglects to say out loud during the intake interview. For example, one of my students wrote in her sample that she had recently lost her husband to cancer, that she is working two jobs, and that she would like to take computer courses in the future--all facts that had not been mentioned during our intake interview. I will certainly need to keep all of these facts in mind as we develop learning goals together.

Assessment for diagnostic purposes is an on-going process. As the student conquers each area of study, he should undergo diagnostic testing before embarking on another set of materials. Generally, the pre-tests found in most adult education books and computer programs are a good way for the student to determine what he already knows about a subject, and what he needs to study. Encourage your student to use the pre-tests diagnostically. Many times, students are concerned only with the number missed. You should be sure to follow up on any pre-test the student takes, explaining that, for diagnostic purposes, the score is not the important thing. For example, encourage him to use the charts provided that tell him to study chapter 5 if he missed questions 3, 4, or 8.

ASSESSMENT FOR MEASUREMENT OF PROGRESS

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aetweb/reaching.doc>

The question of how best to measure a student's progress toward his goals is a source of ongoing debate among adult education professionals. Many educators think that standardized tests alone are not sufficient to reflect the genuine progress individual learners make during the course of instruction. Many have begun to include alternative forms of assessment in order to better reflect what is actually going on in the progress of the learner towards his goals. Some of these alternative assessments are particularly useful to the home-based student and his instructor.

Instructors who have worked with home-based students recommend that standardized assessment tools such as the TABE, and pre- and post-tests in the subject areas studied, continue to be used at regular intervals. This not only satisfies governmental requirements, but also provides some quantifiable measure of progress. However, most instructors and students feel that standardized testing alone does not show the richness and variety of progress made by individuals participating in either home-based or classroom adult education programs.

I will discuss and recommend several alternative forms of assessment which complement regular standardized testing, and which work well with the home-based student. Which of these to use will depend largely on the personality and preferences of both learner and instructor. The key issue when choosing an alternative approach to assessment is to make it a participatory process.

Conferences

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aetweb/reaching.doc>

Periodic conferences between the instructor and the student are recommended for home-based learners. These may be conducted in person or, if necessary, by telephone. Reviews held at eight-week intervals are useful to many students and instructors. This gives the student time to accomplish something, but not so much time between reviews that the student feels lost or forgets his goals. Maintaining a regular schedule for review of goals helps the home-based student remain motivated. Many programs use a learning contract form, on which the student, at intake, lists his goals in various areas. During the review conference, this list is used as a framework. New goals may be set, or old ones revised. (See Appendix 5 for sample contract forms.)

Checklists

Checklists which measure the learner's ability to accomplish specific tasks are a useful tool for the distance learner. Some checklists may be used for self-assessment by the learner, while others will be checked off by the instructor as she observes skills that the learner displays in his work (writing mechanics, for example). Checklists will often translate into goals for the future, as well, by pointing out areas in which the learner needs more work. (See Appendix 6 for examples of useful checklists.)

The major difference in the home-based instructor's use of checklists is that she can not observe the classroom behavior of the learner; she must observe, instead, the learner's written work and rely on the learner himself to cue her as to areas of need. Given a checklist of options, many adults are quite good at identifying what they can and can not do. The instructor, then, can facilitate the learner's ability to go from "can not do" to "feel very comfortable doing" a given task by suggesting appropriate lessons. Using checklists helps the instructor and the learner use lesson time in a more efficient manner by identifying specific areas upon which to concentrate.

Journaling

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aetweb/reaching.doc>

One alternative assessment tool that seems tailor-made for the distance learner is the student journal. Sometimes in the traditional adult education classroom, students are reluctant to write as often as they should. The instructor may often feel that he is having to force students to write. Because they are not physically together in class, the distance learning instructor and learner will naturally use writing to communicate. This can be a positive factor in the distance learner's progress.

A dialogue journal, in which the instructor and the learner carry on a written conversation on a regular basis, should be an integral part of every home-based learner's course of study. The journal can be used by both the instructor and the learner to discuss goals, problems, and courses of action in between conference times. The journal should go back and forth with each mailing of lessons. While the instructor will initiate the conversation, (preferably with a simple question about some issue that he knows interests the student) he needs to be sure to respond to the learner's stated concerns and to continue the thread of conversation that interests the learner (in other words, the instructor should not dominate the written conversation). Along the way, a great deal can be learned about writing skills, as well as analysis and critical thinking. The instructor may be made aware of needs and concerns of the learner that never would get mentioned otherwise.

Portfolios

Portfolios have generated intense interest as well as debate in the adult education community over the past decade. While more remains to be done in the area of developing a rubric for analyzing the information contained in portfolios, it definitely is a useful tool for the distance learning program.

There are as many variations to the portfolio as there are instructors and students. The following are some suggestions for what is useful to put in the portfolio, and for how to analyze them.

The portfolio in this case is used mainly to show progress of the student towards his goals. The use of portfolios should be explained when the student begins the program. Only a small portion of a student's work will be transferred from his working folder to a portfolio. It can contain examples of reading, math, and writing work, as well as non-academic items such as certificates of completion of a workplace program, personal reflections, etc., that show the process of learning and growth taking place. A great deal of thought and time will probably go into choosing "best" examples from the body of the student's work. With some guidance, these choices should be made by the student, not the instructor. The student should retain ownership of the portfolio, and it should remain in his possession. (If the instructor anticipates that conferences will have to be held by telephone, she should make photocopies of portfolio materials to keep for her reference.)

After a period of time, the portfolio should have evolved into a reflection of real progress the student has made, as evaluated by him. It may reflect personal as well as academic development, and will serve as a tool to facilitate self-reflection and evaluation at conference time. Using the portfolio approach generally will increase the student's sense of participating in his learning. Maintaining an organized portfolio gives the distance learner concrete examples of his progress, and so helps maintain motivation in a somewhat isolated situation.

The scope of portfolios can vary widely. Most instructors who have used this tool advise the novice instructor to start students off with a limited, simple plan. It is important for the student to examine and evaluate the portfolio on a regular basis. Don't wait until the end of the term!

The following are some items a basic progress portfolio for a home-based adult learner might contain:

- ☐ a sheet of goals established during intake, updated regularly
- ☐ writing samples, perhaps showing the process from rough draft to finished product

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- ❑ math sheets showing skill mastery related to the learner's goals
- ❑ entries from her dialogue journal; personal reflections
- ❑ list of books read
- ❑ test results
- ❑ examples of real-life applications of skills learned, such as business or personal letters, resumes, etc.
- ❑ certificates or credentials achieved.

For a more in-depth discussion of the use of progress portfolios in adult education programs, read It Belongs to Me: A Guide to Portfolio Assessment in Adult Education Programs, by Hanna Arlene Fingeret (Literacy South, Durham, N. C., 1993).

The integrated use of regularly-scheduled conferences, checklists, journals, and progress portfolios, along with diagnostic pre- and post-tests and periodic standardized tests required for program accountability, will help the home-based student feel connected to his instructor and to the adult education program, and should help him gain a clear picture of his learning gains and needs.

APPENDIX 5

SAMPLE LEARNING CONTRACTS

Sample 1

LEARNING CONTRACT

What do you want to do?

How do you plan to do it?

Reading Goals:

Writing Goals:

Math Goals:

Other:

Signatures:

Learner:

Instructor:

Date:

Date(s) Reviewed:

Sample 2

LEARNING GOALS

Goals:

Date Goal Achieved:

1. _____	_____
_____	_____
_____	_____
2. _____	_____
_____	_____
_____	_____
3. _____	_____
_____	_____
_____	_____
4. _____	_____
_____	_____
_____	_____
5. _____	_____
_____	_____
_____	_____

Signature:

Date:

Sample 3

(Taken from Appendix 8 of Adventures in Assessment: Vol. 1, Loren McGrail and Laura Purdom, editors, SABES, 1991. This reading goals list is more appropriate for ABE students whose skill level is lower than most distance learners' should be. However, it is a well-thought-out, comprehensive checklist that could bring up needs of the student that do not show up in standardized testing.)

PERSONAL GOALS:Can DoWork OnNo

1. READ/WRITE ADDRESS
2. WRITE SHOPPING LIST
3. WRITE CHECKS
4. READ BILLS
5. USE THE PHONE BOOK
6. READ A MENU
7. READ RECIPES
8. TAKE THE DRIVER'S TEST
9. READ LEASES OR CONTRACTS
10. READ/WRITE LETTERS
11. IMPROVE MATH SKILLS
12. LEARN TO USE COMPUTER
13. READ A NEWSPAPER
14. READ MAGAZINES
15. READ LABELS & SIGNS
16. READ MAPS & WRITE DIRECTIONS
17. CURSIVE WRITING
18. IMPROVE PRINTING
19. WRITE YOUR LIFE STORY
20. WRITE SHORT STORIES/POEMS

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Available online: <http://www.vcu.edu/aetweb/reaching.doc>

FAMILY:Can doWork onNo

1. READ TO CHILDREN
2. HELP CHILDREN WITH HOMEWORK
3. READ/WRITE NOTES TO CHILDREN'S SCHOOL
4. READ/WRITE NAMES OF FAMILY

COMMUNITY:

1. CHURCH READING
2. VOTER REGISTRATION
3. FIND OUT MORE ABOUT THE GOVERNMENT
4. JOIN A GROUP TO SOLVE A PROBLEM

WORK:

1. FILL OUT JOB APPLICATIONS
2. WRITES RESUMES & COVER LETTERS
3. READ/WRITE TELEPHONE MESSAGES
4. READ/WRITE JOB INSTRUCTIONS
5. READ TO LEARN ABOUT OTHER JOBS
6. READ/WRITE MEMOS
7. FILL OUT ORDER FORMS/REPORTS
8. TAKE NOTES AT WORK MEETINGS

APPENDIX 6

SAMPLE CHECKLISTS

Writing Progress/Process Checklists

(Both samples are taken from Adventures in Assessment, Vol. 2, Loren McGrail, editor, 1992, pp. 19-23, and have been slightly modified.)

Sample 1

(This is an example of a checklist that would be reflective of the instructor's observations of the student's writing.)

WRITING PROGRESS CHECKLIST

- | A. Process: | Can do | Needs work | Not Evident |
|--|--------|------------|-------------|
| 1. Generates language experience stories | | | |
| 2. Able to select topics to write about | | | |
| 3. Willing to try to put words on paper | | | |
| 4. Develops a topic with details | | | |
| 5. Able to use writing for a variety of purposes | | | |
| 6. Willing to revise | | | |
| 7. Uses feedback from others to revise | | | |
| 8. Writes entries in dialogue journal | | | |
| 9. Writes entries in learning log | | | |
| 10. Willing to share some pieces with others | | | |
| 11. Gaining confidence in self as a writer | | | |
| B. Handwriting: | | | |
| 1. Prints upper case/lower case | | | |
| 2. Leaves spaces between words | | | |
| 3. Writes cursive | | | |

- | C. Spelling: | Can do | Needs work | Not Evident |
|---|---------------|-------------------|--------------------|
| 1. Willing to use invented spelling | | | |
| 2. Uses personal word dictionary | | | |
| 3. Uses word lists/dictionary/thesaurus
to check spelling during editing phase | | | |
| 4. Writes letters that represent
consonant sounds | | | |
| 5. Writes letters that represent
digraphs and blends | | | |
| 6. Writes letters that represent
long vowel sounds | | | |
| 7. Writes letters to represent
short vowel sounds | | | |
| 8. Uses "to, too, and two" correctly | | | |
| 9. Uses "there, their, and they're" correctly | | | |
| 10. Other homonyms used correctly are (list them): | | | |
| 11. Note any spelling error patterns observed | | | |

D. Mechanics:

1. Proofreads first drafts
2. Writes in complete sentences
3. Uses end punctuation correctly
4. Uses editing symbols to revise and
edit personal writing
5. Uses capital letters correctly

6. Uses commas to separate items in a list
7. Uses “ ” around the words people say out loud
8. Goes down to a new line and indents when
beginning a new paragraph
9. Uses an apostrophe to show possession
10. Uses an apostrophe to make a contraction
11. Uses verbs in the correct tense

Writing Progress/Process Checklists

Sample 2

(This is an example of a checklist that would show the student's observations about his own work..)

Writing Process Checklist

Check off each item on the list after you do it.

1. After you write your first draft, read it over to yourself. ____
2. Make any changes you think are needed. ____
3. Read your piece to someone else so they can help you revise. ____
4. Make any changes you think are needed to make your piece clearer. ____
5. Read the piece over again yourself, this time to look for things you need to edit. ____

Is your story in the order that you want it to be? ____

Do you have complete sentences? ____

Do you have capital letters where you need them? ____

Do you have the punctuation you need? ____

Write the words you want to check the spelling of here:

6. You may want to share the piece with others. ____
7. Make a final copy. ____

PART 3
INSTRUCTOR TRAINING SESSION

DISTANCE LEARNING GED/ABE INSTRUCTOR TRAINING SESSION

Session Objectives:

- To get to know each other better
- To explore the concept of distance learning as it pertains to adult basic education
- To become aware of the similarities and differences between classroom instruction and distance instruction
- To formulate strategies to enhance the experience of adult distance learners and instructors in the program
- To obtain needed information and materials to carry out the program's commitment to distance learning

Schedule:

I. Introduction - 15 minutes

II. Role-play Activity - 25 minutes

III. "I Believe.../I Doubt..." Activity - 20 minutes

Break - 20 minutes

IV. Hand Out and Examine Materials, Forms, and Other Program Information - 20 minutes

V. Question - and - Answer Period - 20 minutes

TRAINING ACTIVITIES FOR DISTANCE LEARNING GED/ABE INSTRUCTORS

These activities are planned for use in a two-hour pre-service training for home-based instructors. It is assumed that this training is being conducted for instructors already familiar with the basics of adult education. Because one of the reasons for an adult education program initiating a home-based component is to improve retention rates among its current classroom students, it is important that classroom instructors have specific training in how to proceed with home-based instruction. Hopefully, students who otherwise would drop out of the program because of transportation problems, work schedule conflicts, or family responsibilities will continue their studies with their same instructors, using home-based instruction.

At the end of this session, instructors should have the basic information and materials needed to begin working with homebased students.

Conditions for a successful training session:

- Prepare participants for the session by distributing information on distance learning and any particulars about the local program in advance. Ask participants to read advance information and come to the session with questions it has raised in their minds.
- Schedule the session early in the year, before instructors have to cope with homebased students without benefit of the information this training provides.
- Allow plenty of time for the session.
- Involve everyone in the activities.
- Allow time for questions.
- Plan for followup. Let instructors know who they can contact for support, information, and materials.

I: INTRODUCTION

(Allow 10-15 minutes.)

- You may want to begin with an ice-breaker to help the group get acquainted (or reacquainted).
- Hand out and read over the session objectives and schedule of training activities.
- Discuss any housekeeping details (reimbursements, restroom location, breaks, etc.).

**II: ROLE-PLAYING ACTIVITY:
HOW DOES DISTANCE LEARNING DIFFER FROM CLASSROOM
LEARNING?: ROLE-PLAYING INSTRUCTORS' AND STUDENTS'
EXPERIENCES**

(Allow 25 minutes.)

1 - Divide participants into two groups. One group will role-play the teachers, and the other, the students in a distance-learning situation.

The stated goal is for the student group to learn a series of simple phrases in a foreign language (or you may define some other simple task which will be new to most of your teachers). You should ask any participant who has expertise in the assigned task to be in the teacher group.

Explain that this activity will help participants experience distance learning firsthand. Explain that the activity will consist of four phases (or three, if telephone access is impossible). Ask participants to remember to reflect on their thoughts and emotions at the end of each phase of the activity.

Have the student group relocate to another room, if possible; if this is not possible, have the groups move to opposite sides of the room, and explain that they may not talk to each other, or otherwise communicate outside the parameters that will be given them.

2 - In the first phase of the activity, the facilitator gives the teacher group the material to be learned by the student group. Explain that any communication with the student group must be in written form, but that the teacher group may work together on what to write. The facilitator will deliver written communications between the groups. The facilitator also explains to the student group that, for this phase, each member of the student group must try to learn the assigned task on his or her own, that is, without communicating with each other, except to pass around the papers they receive from the teachers' group. Each student may write back to the teachers' group with questions, feedback, etc. (Allow 10 minutes.)

3 - In the second phase of the activity, members of the student group may talk with each other. This resembles the experience of distance learners who have supportive family members or friends with whom to talk about their lessons. (Allow five minutes.)

4 - If possible, arrange ahead of time for the two groups to have access to telephones, and let them communicate about the assigned task by telephone. Each group may want to assign one member to talk on the telephone. (Allow five minutes.)

5 - Finally, have a member of the student group visit the teacher group, and take information back to the student group. (Allow five minutes.)

6 - Have all participants return to their original location. Allow time for discussion. How did teachers and students feel at each phase of the activity? What conclusions does the group draw about the special needs of the distance learner?

III: "I BELIEVE..." / "I DOUBT..." ACTIVITY

(Allow 15-20 minutes.)

The purpose of this activity is to have participants explore the pros and cons of distance learning as a means for adult learners to achieve their goals.

Have participants divide into two groups (use different groupings than the first activity). Provide each group with newsprint or other large sheets of paper. Assign the first group the task of listing all the reasons it believes the following statement to be true. The second group will list all the reasons it doubts the same statement to be true. At the end of ten minutes, participants will reconvene and will share the two lists with the whole group.

Statement: Distance learning is an effective means for the adult learner to achieve goals such as improving basic skills, obtaining the GED, or becoming a more effective worker, parent, and community member.

IV: HAND OUT MATERIALS, FORMS, AND OTHER PROGRAM INFORMATION

(Allow 20 minutes.)

While this section of training will differ somewhat with each program's requirements, it is crucial to note that instructors will only accomplish that which they have the materials to accomplish. Participants should leave the training session with all forms, guidelines, instructional materials, and especially postage and envelopes necessary to fulfill their obligation to their home-based students. Logistical problems can overcome well-meaning instructors once they get back to their busy classrooms and lives. If they leave the session well-supplied with the necessary materials, chances are much better that they will be able and willing to follow up on that student who has stopped coming to class, but who would like to continue his studies through distance learning.

V: QUESTION - AND - ANSWER PERIOD

(Allow 20 minutes.)

Staying to the times scheduled will allow for an ample question - and - answer period. Hopefully, questions will be based on participants' advance reading of this manual and other information given out before the session.

The facilitator should have prepared discussion guides to the main areas of interest to instructors working with distance learners. Intake, assessment, and curriculum guidelines should be discussed briefly.

If members of the group desire a more in-depth study of these subjects, a study group can be formed (this can fulfill professional development plan requirements for participants).

**PART 4:
PUBLIC RELATIONS MATERIALS
AND FORM LETTERS**

This section of the kit includes ready-to-use forms for advertisement, information, intake follow-up, progress, new assignments, and a GED Practice Test information packet. This section is organized as follows:

I. RECRUITMENT MATERIALS

- A. SAMPLE PRESS RELEASES
- B. INFORMATION LETTER
- C. REQUIREMENTS FOR ADMISSION (send with your program's enrollment form)

II. INTAKE - FORM LETTERS FOR FOLLOW-UP

III. PROGRESS - FORM LETTERS FOR FOLLOW-UP

IV. GED PRACTICE TEST PACKET

- A. INFORMATION SHEET
- B. ESSAY TIPS SHEET
- C. FOLLOWUP LETTER WITH SCORE INFORMATION

I. RECRUITMENT MATERIALS

Staff of distance learning programs currently in operation in Virginia have found that recruitment is not difficult. Most advertise the program once or twice a year in the local newspapers, and perhaps on radio or local cable channels. Flyers and brochures are sometimes placed in local agencies, laundromats, places of employment, stores, etc. - wherever potential students may be found. Two sample press releases follow.

FOR IMMEDIATE RELEASE
FOR MORE INFORMATION, PLEASE CONTACT:

STUDY AT HOME FOR THE GED

Now you can prepare for the GED test in the privacy of your own home. A new course is being offered at no charge to local residents by_____. In this correspondence course, the instructor will first help you determine what you already know and what you need to learn in order to be ready to pass the GED. This can be done in person or by mail. The next step will be to provide you with appropriate materials for your individual plan of study. Your instructor will be available by phone or appointment to help you with your course. If you would like to enroll, or would like more information about studying at home for the GED, please call_____.

FOR IMMEDIATE RELEASE :

FOR MORE INFORMATION, PLEASE CONTACT:

Now you can prepare for the GED test in the privacy of your own home through a course of home-based instruction offered by _____.

Through home-based courses, students are able to obtain the GED or to improve their basic skills.

To enroll in the home-based course, call _____ at _____ to make an appointment for an intake interview.

During this interview, you and your instructor will meet in person in a private setting. You will be able to determine your goals and make a study plan to accomplish them. After this initial meeting, you and your instructor will send lessons back and forth by mail, and you may also choose to come into the office from time to time for additional help. The time spent in this course varies from student to student. Each student will receive materials appropriate for his or her individual plan of study.

Dear Prospective Student:

Thank you for inquiring about the home-based adult education course. Enrolling in this course is an important step towards achieving your goal of passing the GED test or refreshing your basic academic skills. This study-at-home program offers you *flexibility*, *privacy*, and *quality* as you seek to balance your personal, educational, and job responsibilities.

Flexibility is one of the primary reasons why adults decide to pursue their educational goals through distance learning. You set your own schedule of when and where to study.

Privacy is yours as you study and take pre-tests in your own home. Your teacher is just a telephone call away if you need help.

Quality is present in every part of the program. This program maintains the same high standards as our traditional adult education classrooms, and you will use the same high-quality materials.

Enclosed is some helpful information about distance learning. If you feel that this program is right for you, complete the enrollment form and return it to me within two weeks at this address:

I look forward to hearing from you.

Sincerely,

Distance Education Coordinator

REQUIREMENTS FOR ADMISSION

To succeed in distance education, you need self-discipline. You need to set aside a special time and place that you will use to study for this course. You need to complete all the work sent to you by your instructor. You need to be willing to call your instructor for help if you need it.

If you have a question about any of the following requirements, or you would like to talk more about this program before enrolling, call _____ and discuss your concerns with someone who can assist you in your decision-making process.

Please place a checkmark beside each requirement you are willing to complete.

By enrolling in the Distance Education Program, I understand that I must agree to:

- ___ Make an appointment to meet with an instructor to find out where my skills are now.
- ___ Invest the time and make the commitment to continue with the program until I have achieved my goal. I realize that this may take a minimum of six months.
- ___ Call my instructor when I need help.
- ___ Take the GED exam within the time frame given to me after I have successfully completed the Official Practice Test you send me.

Signature _____

Date _____

II. INTAKE FOLLOW-UP

Your program may choose to let the prospective student know right away the results of any assessments he may complete during the intake interview; however, if this is not possible, the following forms may be used for follow-up. The first letter is for those students whose scores indicate that distance learning is an appropriate option for them. The second letter is for those students whose scores indicate that some other way of learning would be more appropriate for them. The third letter is for prospective students who appear to be ready to take the GED test now.

Dear

I have scored your assessment test and listed your scores below:

Reading:

Math:

Language:

These are grade equivalent scores. In other words, 12.9 equals twelfth grade plus nine months and is the highest score possible. The lower scores indicate which areas you need to study most. According to your scores, you are an excellent candidate for the distance education program.

Let me tell you about the GED test. It covers five subject areas: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Math. The Writing Skills measures how well you use English grammar, punctuation, capitalization, spelling, and paragraph development. Social Studies, Science, and Interpreting Literature and the Arts are all reading comprehension tests. You will be asked questions based on passages that you read. Math covers basic arithmetic through algebra and geometry.

Enclosed are your first workbooks. I have chosen them for you based on the results of your assessment. If you get stuck on anything, please call at _____ for help.

Thank you for enrolling in the distance education course. I am looking forward to working with you.

Sincerely,

Distance Education Instructor

Dear

I have scored the assessment test you recently completed and have listed your scores below:

Reading:

Math:

Language:

These are grade equivalent scores. In other words, 9.9 equals 9th grade, 9th month. 12.9 is the highest score possible. These scores indicate which areas you need to study the most. I know that you are interested in the GED, and I want to help you pursue your goal. Your first step will be to improve your basic skills in one or all of the above subjects. There are two things you can do:

- 1) You can enroll in an adult basic education class near you where there is a teacher who will help you. There will be other adults in this class who will also be working on their skills. You will reach your goal more quickly if you have a teacher to help you.
- 2) You can work one-on-one with a tutor.

Circle your choice (1 or 2) and return this letter to me, or call me at _____ so that I can help you decide which choice is best for you. Together we can help you achieve your educational goals.

Sincerely,

Distance Education Instructor

Dear

I have scored your test and the scores are listed below:

Reading:

Math:

Language:

These are grade equivalent scores. In other words, 12.9 means 12th grade, 9 months, and is the highest score possible. Your scores are very high, and you are a good candidate to pass the GED right now. You have two options:

___1) You can take an Official Practice Test. This is very much like the real GED test, and will give you an idea of what to expect. It can also predict your score on the actual GED test. If you successfully complete the Official Practice Test, we will recommend that you take the GED exam.

___2) If you would like to study before taking the GED test, I will enroll you in the distance education course so that you can review areas about which you feel unsure.

Please check the option you choose and mail this letter back to me. I will send your practice test or your coursework according to your choice. Congratulations!

Sincerely,

Distance Education Instructor

III. PROGRESS FOLLOW-UP

From time to time, letters will need to be sent to follow up on a student's progress and assessment. I have found that these letters tend to be similar to one another. Your program may want to use these standard letters. Of course, adding a personal note is always a plus! The first letter is to check up on a student from whom you have not heard for some time. The second letter is to inform a student about her progress as measured by test results. The third letter is to include when assigning new lessons.

Dear

How are you doing with the books I sent you a while back? Are you stuck on anything?
Would you like to come in to go over some of your lessons? Give me a call at
_____ and let me know how you are doing.

Sincerely,

Distance Education Instructor

Dear

I have examined the work you sent. Here are the results of the tests you took:

Based on these results, I am sending you the following materials to continue your studies:

Keep up the good work!

Sincerely,

Distance Education Instructor

Dear

I am enclosing the following new materials for you to use in your studies:

Look over the materials, and please call me at _____ if you have questions about them.

Sincerely,

Distance Education Instructor

IV. GED PRACTICE TEST PACKET

CONTENTS

A. LETTER

B. FAQ's SHEET

C. ESSAY TIPS SHEET

D. FOLLOWUP LETTER WITH SCORE INFORMATION

GED NOW!**GED Practice Test**

Date:

Dear _____:

Congratulations! You have taken an important step to get your GED. Enclosed in this packet you will find an Official GED Practice Test. Take some time to look through the packet and to read the instructions. This packet includes the following items:

___FAQ's (Frequently asked questions) sheet

___Official GED Practice Test

___Answer sheet

___GED essay tips

___Return postage-paid envelope.

Keep up the good work!

Yours,

Distance Education Instructor

GED NOW FAQ'S (FREQUENTLY ASKED QUESTIONS)

Why should I take the GED Practice Test?

The GED Practice Test gives you a good idea of how you will do on the real GED test. It also gives you an idea of what kind of questions to expect on the real test, and helps you get used to the time limits on the real test.

How long will it take me to complete the GED Practice Test?

The GED Practice Test is half as long as the real GED test. It takes about four hours to complete the GED Practice Test. You do not have to complete all five sections at one time. You may complete one section at a time. Do stick to the time allowed for each test, though. The time allowed is listed at the beginning of each test in the booklet. When the time is up, if you have not completed the test, make a note of where you were on the test. Then go ahead and complete the test.

Do I have to complete the whole test?

If you have never taken the GED test before, you should take the whole GED Practice Test. This will help you find out if you are ready to take the GED test. If you have tested before and only need to pass some of the tests, then just take those practice tests you will need to retest.

What do I do when I have completed the GED Practice Test?

Mail the test booklet and your answer sheet in the return envelope provided to: _____

_____.

We will score your GED Practice Test and let you know the results.

TIPS FOR WRITING THE GED ESSAY

On the GED test, you will be given a topic and asked to write around 200 words about the topic. No one will know ahead of time what the topic is. Usually, the topic will be something that many people can relate to in their own life. You may be asked your opinion about the topic.

When you are writing your essay, consider these points:

- *Stick to the given topic. Decide what is the *main* idea you want to say about that topic.
- *Give specific details and examples that support your position.
- *Remember to organize your essay into paragraphs. The five paragraph model is a good way to organize your essay:

Paragraph 1 - Introduction - State your position on the topic.

Paragraph 2 - Talk about a first example or detail that supports your position on the topic.

Paragraph 3 - Talk about a second example or detail that supports your position on the topic.

Paragraph 4 - Talk about a third example or detail that supports your position on the topic.

Paragraph 5 - Conclusion - Restate your position on the topic in two or three sentences.

*After you have written a first draft of your essay on scratch paper, proofread it for grammar, punctuation, and spelling mistakes.

*Copy your essay neatly onto the space given on the answer sheet.

Now, write an essay about the topic found in the Official GED Practice Test booklet in this packet. We will let you what you did right and what you could improve on your GED essay. Good luck!

YOUR GED PRACTICE TEST SCORES:

Dear _____:

Date _____

Thank you so much for taking the GED Practice Test. Taking the practice test is an important step in earning the GED. Below are your scores.

Test Form _____

Test Date _____

Writing Skills _____

Interpreting
Literature and
the Arts _____

Social Studies _____

Science _____

Mathematics _____

Total Score _____

What do these scores mean?

To pass the GED test, you must score at least 40 on each test and a total of at least 225 points. In order to achieve the needed total, you need to score an average of 45 points on each test. We recommend that you try to score at least 240 on the practice test before you sign up for the GED test.

What should you do now?

Based on your practice test results, we recommend that you:

___ Register to take the next GED test offered

___ Strengthen Reading Skills

___ Review Science

___ Review writing an essay

___ Review Literature and the Arts

___ Review Writing Skills

___ Review Mathematics

___ Review Social Studies

___ Contact us at _____ about this: _____

Yours truly,

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aclweb/reaching.doc>

PART 5:

**CURRICULUM CHOICES
FOR ABE/GED DISTANCE EDUCATION**

CRITERIA FOR CURRICULUM CHOICES:

- 1 - Materials used must be appropriate to the skill level of the student.
- 2 - Materials must lend themselves to study which can be for the most part self-guided (i.e., the teacher will not be present when the student is using these materials).
- 3 - Materials must be of a weight and size that is practical to send in the mail.

The development of adult education curricula specifically created for distance learning programs is an important area for future growth. Currently, programs use a variety of materials which meet the above criteria. This chapter will present and discuss several options the distance education program has when choosing materials.

1. PUBLISHED CURRICULA

Several well-known publishers in the field of adult education have produced materials which are suitable for distance education. (See Appendix 7 for contact information for publishers.)

For pre-GED level students, **Contemporary's math and language exercise booklets** series are convenient, disposable, reasonably priced, and help students to tackle one topic at a time. These booklets are reasonably self-guiding, with plenty of practice exercises and a comprehensive assessment (which is called a "review") at the end of each booklet. Our program uses many dozens of the fractions booklets each year. **Cambridge** also offers similar booklets which are written at a somewhat more difficult level.

For pre-GED reading skills, **Jamestown's comprehension skills series** offers series at various levels ranging from grade 3 to 12. These series are broken down into individual booklets on Main Idea, Details, Vocabulary, Inference, and Organization. The books are small and lightweight. Each offers extensive practice exercises, as well as writing assignments which reinforce the reading skill being taught. We try to reuse these booklets by having students write their answers on a separate sheet of paper, and send us back the booklet when they have completed the work.

For vocabulary improvement at all levels, **Steck-Vaughn's Vocabulary Connections** series is used by several programs. These books are not consumable, but are thin enough to mail.

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aetweb/reaching.doc>

Some programs use **Steck-Vaughn's Connections** or **Contemporary's Foundations** series to introduce GED subjects at a pre-GED level. These books are larger than the others we have discussed, but the excellent material may be worth the extra postage. Students would need to keep these books for an extended period of time to complete the work in them.

For GED-level work, **Steck-Vaughn's GED Skill Books** are consumable booklets that provide extensive practice in the five GED subject areas. The exercises are very similar to the GED test format, and are organized into lessons which emphasize various skills and strategies (for example, finding the meaning of words by their context).

For non-print materials, **KET's GED on TV** and **Workplace Essential Skills** video series can be used in a distance education program. This will be especially helpful for students who do not respond well to learning from written lessons. One program is combining these video series with online lessons for students who have Internet access.

Programs considering adding a distance learning option should look at materials they currently use in the classroom. Following the three criteria given above, many classroom materials will also be useful in the distance education program. When it is feasible, using the same materials in the classroom and the distance learning program will facilitate transition from one to the other, as students need or want to move from a class to homestudy, or vice versa.

II. LESSONS AVAILABLE ON THE INTERNET

For the instructor who takes the time to mine it, the Internet is a rich resource for lessons in many of the skills adult learners need to master. Information changes daily; in this section some "tried-and-true" sites available as of early 2000 will be discussed.

<http://www.adulted.about.com>

This is a good entry point for all types of information about adult education, including lesson ideas.

<http://www.esl-lab.com>

This is an English as a Second Language site that has some great puzzles, quizzes, etc. that help with vocabulary work.

<http://www.steck-v Vaughn.com>

This publisher's site has a place for students to take a GED practice test online (free), as well as some lesson ideas.

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aclweb/reaching.doc>

<http://www.nifl.gov>

The National Institute for Literacy's website has many links to good sites for lesson ideas.

<http://www.vcu.edu/aclweb>

The Virginia Adult Learning Resource Center's website has links to resources for instructors and learners, notably www.lightspan.com, a resource site for k-12 teachers.

<http://webnz.com/checkers/free2.html>

This site, ABCheckers, originates in New Zealand. The section called Superteach has several free writing skills lessons which can be printed out. This site also has an excellent section on study skills and especially on goal-setting (the why and the how).

<http://www.teachnet.com>

This is another K-12 site, which has lesson plans which may be adaptable to distance learning adult education. Various subjects, including math, language arts, social studies, and science, are covered.

III. UNPUBLISHED MODULES AND OTHER RESOURCES

Existing distance education programs have developed Equipped for the Future-like, interest-based modules which they are willing to share. The distance education program in Lee-Scott-Wise Counties has modules on the subjects listed in Appendix 8. These modules are the product of staff members with practical experience in the field, and have been rated for reading level. Contact information for this program as well as for all other member programs of Virginia's Distance Education Workgroup is also listed in the appendix.

APPENDIX 7**SOURCES FOR DISTANCE LEARNING ADULT EDUCATION MATERIALS**

Contemporary Books
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
1-800-621-1918
FAX: 1-800-998-3103
www.comtemporarybooks.com

Globe Fearon
4350 Equity Drive
PO Box 2649
Columbus, OH 43216
1-800-848-9500

Jamestown Publishers
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
1-800-USA-READ
FAX: 1-800-998-3103
www.jamestownpublishers.com

Steck-Vaughn
PO Box 690789
Orlando, FL 32819-0789
1-800-531-5015
FAX: 1-800-699-9459
www.steck-v Vaughn.com

APPENDIX 8**LEE-SCOTT-WISE COUNTIES' PROGRAM SUBJECT INDEX****SUBJECT INDEX****AA LEVEL 1****BA LEVEL 2****CA LEVEL 3**

___ ADVENTURE STORIES	___ HISTORY: U. S.
___ ANIMAL/BIRDS/PETS	___ HISTORY: VA
___ BABY CARE	___ HISTORY: WORLD
___ BIRTH CONTROL	___ HOMES/DECORATION/REPAIR
___ BUDGETING/BUYING/SAVING	___ HOUSEHOLD HINTS
___ CARS AND DRIVING	___ HUNTING
___ CHILD CARE	___ JOBS/WORKING
___ COOKING/MEAL PLANNING	___ LITERATURE
___ CRAFTS/HOBBIES	___ LOVE STORIES/MARRIAGE
___ DIET/EXERCISE	___ MYSTERIES
___ DRUG/ALCOHOL ABUSE	___ MUSIC/COUNTRY/ROCK
___ ENERGY	___ PARENTING
___ FAMOUS PEOPLE	___ POETRY/ART
___ FISHING	___ SCIENCE
___ GAMES/PUZZLES	___ SPORTS
___ GARDENING/PLANTS/FARMING	___ SURVIVAL/LIVING SKILLS
___ GEOGRAPHY	___ TOBACCO
___ GROOMING	
___ HEALTH/SICKNESS/PREVENTIVE CARE	

ENGLISH GRAMMAR SKILLS

BB WRITING	BI PUNCTUATION
BC POSSESSIVES	BJ HOMONYMS/SYNONYMS
BD NOUNS/PRONOUNS	BK PREFIXES/SUFFIXES
BE VERBS/PREDICATES	BN CAPITALIZATION
BF ADJECTIVES/ADVERBS	CB WRITING
BG ARTICLES	

MATHEMATICS

A PUZZLES/MONEY	AH PERCENTS
AB ADDING	AI GEOMETRY
AC SUBTRACTING	AJ ALGEBRA
AD MULTIPLYING	AN MEASUREMENT
AE DIVIDING	AO GRAPHS

The Virginia Adult Learning Resource Center
1-800-237-0178

Reaching Out
Available online: <http://www.vcu.edu/aetweb/reaching.doc>

AF FRACTIONS
AG DECIMALS

AP SQUARES/FORMULAS
AQ GED MATH PRACTICE

APPENDIX 9
VIRGINIA ADULT EDUCATION
DISTANCE LEARNING WORKGROUP
CONTACT INFORMATION

CAROL VAUGHN
 MAUREEN DOOLEY
 EASTERN SHORE COMMUNITY COLLEGE
 29300 LANKFORD HIGHWAY
 MELFA, V A 23410
 757-787-5900
 FAX: 757-787-5919
esvaugc@es.cc.va.us
esdoolm@es.cc.va.us

SUSAN JOYNER
 ANITA PRINCE
 Virginia Adult Learning Resource Center
 VCU/OLIVER HALL 4080/4083
 1015 WEST MAIN STREET
 PO BOX 842020
 RICHMOND, VA 23284-2020
 804-828-6521
 1-800-237-0178
 FAX: 804-828-7539
aprince@saturn.vcu.edu

DANIELLE ROBINSON
 MIDDLESEX COUNTY SCHOOLS
 PO BOX 206
 SALUDA, VA 23149
 804-758-3928
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